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ABSTRACT

This annotated bibliography was organized from articles listed in issues of the "Education Index" from July 1978 through June 1981 for the purpose of producing a reference tool that would be useful to students and others interested in literature related to the roles, competencies, and leadership qualities of administrators and supervisors. The key words used in the search were administrators, principals, superintendents, and supervisors. A total of 177 entries are listed alphabetically within each yearly group: July 1978 through June 1979, July 1979 through June 1980, and September 1980 through June 1981. (Author/MLF)

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ROLES, COMPETENCIES AND LEADERSHIP QUALITIES OF ADMINISTRATORS AND SUPERVISORS:

An Annotated Bibliography

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FOREWORD

The purpose of this search was to produce a reference tool that would be useful to students and others interested in literature related to the roles, competencies and leadership qualities of administrators and supervisors.

The bibliography was organized from articles listed in issues of the Education Index from July 1978 through June 1981. After the articles were selected, brief statements descriptive of the contents of each article were written. These appear following the bibliographic entries.

The key words used in the search to identify administrators and supervisors in the Education Index were administrators, principals, superintendents and supervisors.

The headings consulted in the Education Index include the following: Administration of Schools, Assistant Principals, Attitudes, Collective Bargaining, Competency Based Education, Education, Internship in Educational Administration, Job Satisfaction, Leadership in Education, Leadership Training, Management, Principals, Public Schools, Roles, School Administrators, Secondary Education, Special Education Administration, Superintendents, Supervision, Teacher Rating Scales, and Women as Educators.

Articles Listed in the Education Index

July 1978 - June 1979

Abrams, J. D. "From One Who Made It: Advice to Women on Their Way Up in School Administration." American School Board Journal, 165:27-28, July, 1978.
The author offers some rules for persons who want to serve someday as a superintendent of schools. Rule one: be qualified.

Awender, M. A. "The Principal's Leadership Role: Perceptions of Teachers, Principals and Superintendents." Education, 99:172-79, Winter, 1978.
Findings of a questionnaire survey of 105 schools in Canada indicate that teachers and superintendents view the principal's role differently. Frequently, the principal's view of his actual role is in agreement with the superintendent's view.

Barth, R. S. "Principal Out of Place: The Head Nut, or Reflections on School Leadership." Principal, 58:86, March, 1979.
According to the author, leadership is a unique function and arises from the interaction between a person and a given situation; it differs each time and seldom fits a particular model.

Biles, C. "Determining the Effectiveness of Administrator In-Service." Thrust, 8:19-21, March, 1979.
The writer describes a program being tested in California school systems to create a delivery, monitoring, and on-going support system for administrative staff development.

Bird, D. J. "The Key Word Is Survival." NASSP Bulletin, 62:12-15, November, 1978.
The author views success as an all-encompassing state which implies a favorable result, while survival deals with the basic techniques employed to provide the longevity needed to be successful.

Bornstein, R. "Principal's Role in Title IX Compliance." NASSP-Bulletin, 63:40-45, April, 1979.
The writer provides a checklist to help the principal assess efforts in bringing school programs into compliance with Title IX guidelines.

Bricker, J. B. "The Principalship and Its Expectations." NASSP-Bulletin, 62:20-24, November, 1978.
The author shares some thoughts and insights gathered after his first year as principal. The article may be helpful to other new or aspiring principals.

Bridges, E. M., and T. E. Deal. "Improving the Organizational Effectiveness of Schools." Educational Technology, 18:23-26, May, 1978.

The authors offer alternatives to counteract contemporary problems so that the organizational effectiveness of schools might be improved.

Caldwell, W. E., and F. W. Lutz. "Measurement of Principal Rule Administration Behavior and Its Relationship to Educational Leadership." Educational Administration Quarterly, 14:63-79, Spring, 1978.

A report of research on the theoretical development, instrumentation, and subsequent investigations of the rule administration behavior of public school principals. Findings indicate that principals can reduce conflict and increase leadership perception by utilization of rule administration.

Callison, W. L., and W. F. Beckman. "Organizational Control Tops Priority List." NASSP Bulletin, 63:99-103, April, 1979.

The authors review the findings of an NASSP survey that appears to indicate principals are more highly motivated to achieve organizational goals than issues related to their own financial gain and job security.

Chappell, H. L. "Make Your Principal a Better Administrator." Instructor, 88:96-97, February, 1979.

The author lists 18 ways in which teachers can help principals become better administrators.

Danley, W. E., and B. G. Burch. "Teacher Perceptions of the Effective Instructional Leader." Clearing House, 52:78-79, October, 1978.

The writers describe the personal, professional and management characteristics and skills of what they purport to be the effective instructional leader.

Dunn, R. S., and K. J. Dunn. "How to Measure Your Principal's Performance." Learning, 7:36-37, April, 1979.

The authors have developed a questionnaire designed to help profile the strengths and weaknesses of a building principal's on-the-job behavior.

Fallon, B. J. "Principals Are Instructional Leaders: Hit or Myth?" NASSP Bulletin, 63:67-71, January, 1979.

According to the author, principals are not and never have been maximally effective instructional leaders; and assuming present trends and problems continue, they never will be.

Forsyth, P. B., and W. K. Hoy. "Isolation and Alienation in Educational Organizations." Educational Administration Quarterly, 14:80-96, Winter, 1978.

Power and network friendships in academic organizations are examined to see what effects selected dimensions of interaction have on the work alienation of workers. Findings suggest that interaction with friends and respected coworkers is more important to professional educators than contacts with those in authority.

Gaines, E. J. "Excellence: Let's Say It, Mean It, Exemplify It, Deliver It." Phi Delta Kappan, 60:222S-23S, November, 1978.

The author, a former urban superintendent, believes a strong superintendent and a strong board of education moving on problems together, not moving against each other, can make all the difference needed in providing strong leadership.

Garawski, R. A. "The Assistant Principal: His Job Satisfaction and Organizational Potency." Clearing House, 52:8-10, September, 1978.

The writer's findings in a study of 164 assistant principals demonstrates that the tasks of teacher evaluation, supervision, and preparation of the master schedule generated the highest degree of job satisfaction for the respondents.

Hambrick, B. M. "Ten Beatitudes for Successful Leadership." Principal, 57:60-61, June, 1978.

The article identifies a number of positive leadership characteristics; these were used in a major address to the NAESP Annual Leadership Conference.

Heller, R. W. "The Principal's Role in Planning for a Teacher Strike." NASSP Bulletin, 62:98-105, May, 1978.

Emphasizing the role of the building principal in strike management, the author advocates planning for three strike stages - prestrike, the strike period, and post strike period.

Herman, J. J. "An Up-Front Approach to Administrative Evaluation." NASSP Bulletin, 62:34-42, November, 1978.

A tri-fold approach to administrative evaluation is presented which stresses objectivity, involves the evaluator and evaluatee, and provides for eyeball-to-eyeball open communications.

Hightower, T. E. "Role of the Principal." Clearing House, 52:373-77, April, 1979.

Addressed to the modern principal who possesses intelligence, tolerance for ambiguity and criticism, the article describes contemporary school problems principals face and offers suggestions for solving them.

Hills, J. "Problems in the Production and Utilization of Knowledge in Educational Administration." Educational Administration Quarterly, 14:1-12, Winter, 1978.

The author presents a conception of a desirable state of affairs in educational administration, practice in the field, and the implications of the above for action.

Hoover, C., and J. Slezak. "This Board and Superintendent Defined Their Respective Responsibilities and Their Schools Are Better for It." American School Board Journal, 165:38-40, May, 1978.

In this article, the board and superintendent decide which decisions are to be made and by whom. A similar analysis is made between central office staff and building principals in regard to responsibilities.

Hoy, W. K. "Scientific Research in Educational Administration." Educational Administration Quarterly, 14:1-12, Fall, 1978.

The article offers yet another perspective on the present state and future direction of theory and research development in educational administration.

Johnson, C. "Superintendents Are Benched When They Make These Avoidable Mistakes." American School Board Journal, 166:25-27, March, 1979.

The writer presents four case studies which conclude that a superintendent usually bears much of the responsibility for being fired.

Keller, E. "NAESP Guidelines for Principals on PL 94-142." Principal, 58:62, October, 1978.

The article is addressed to the principal's responsibilities in putting PL 94-142 into effect in local schools.

Killian, M. G., and M. J. Sexton. "Climbing the Ladder to Leadership." NASSP Bulletin, 63:9-14, March, 1979.

The authors illustrate that once a principal categorizes the many tasks he must perform each day, he will be able to allocate his time much more effectively.

Kimmell, E., and others. "Special Programs to Promote Women into Educational Administration." Phi Delta Kappan, 60:586-89, April, 1979.

Special programs to prepare women for positions in educational administration are proposed and described by the authors who believe that the legacies of prejudice, self-doubt and absence of role models need to be overcome.

Kostman, S. "On-the-Job Training for Classroom Supervisors." NASSP Bulletin, 62:44-50, December, 1978.

The concern of departmental chairpersons for a closer working relationship with the principal on the supervision process led to this new plan for supervision training.

Krajewski, R. J. "Secondary Principals Want To Be Instructional Leaders." Phi Delta Kappan, 60:65, September, 1978.
Results from this questionnaire study indicate the contrasts between real and ideal role rankings given by Texas secondary school principals. The findings show the principals' actual duties not to be their preferred duties.

_____, and others. "Principal and Instructional Supervision: A Dialogue." Principal, 58:68-73, January, 1979.
A study by the author on how principals view their role - both real and ideal - is discussed with two nationally known professors of educational administration.

Krasnow, B. "What Kind of Principal Do Teachers Want?" Phi Delta Kappan, 60:137, October, 1978.
One result of this study indicates that teachers have different expectations for the "ideal" principal, depending on where the school is located and what population it serves.

Matsui, T. "Impacts of Management Styles on the Relations Between Supervisor Needs and Leadership Patterns." Journal of Applied Psychology, 63:658-61, October, 1978.
The safety-valve effect of supervisors low in independence (or benevolence) against manager high structure (or low consideration) is discussed.

Maguire, J. W. "The Beginning Secondary Principal: Any Path Won't Do." Education, 98:311-15, March/April, 1978.
The purpose of this article is to provide guidelines for beginning junior and senior high school principals in the areas of philosophy, program, personnel and budget. Beginning principals are advised that harmony between these items is essential for success.

McArdle, P. E. "Welcome to the Principalship, Dr. Maslow." NASSP Bulletin, 62:55-59, November, 1978.
The author stresses, according to Maslow's theory, that the principal must operate as a facilitator and this is essential to an effectively functioning system.

Morrison, N., and others. "Six Principals Talk about PL 94-142." Principal, 58:21-23, October, 1978.
The six principals who contributed to this article agree that the principal is a key figure in providing a "free appropriate public education" for all handicapped children.

Nevin, A. "Special Education Administration Competencies of the General Education Administrator." Exceptional Children, 45:363-65, February, 1979.
According to the author, administrators perceive that the extent of commitment to PL 94-142 can only be demonstrated by each school district and can only be as great as the competencies of the personnel involved.

O'Connor, J. C. "That's No Ordinary Unmasked Person; It's the School Principal." Thrust, 8:4-5, October, 1978.
The writer describes some practical behaviors that help determine an effective style for a building principal.

Pine, G. J., and A. V. Boy. "Theory as a Guide to Administrative Behavior." NASSP Bulletin, 63:32-38, March, 1979.
In the opinion of the authors, the effective administrator is one who has successfully developed and implemented his own personalized theory of administration.

Richardson, R. C., and K. P. Mortimer. "Collective Bargaining and the Redefinition of Administrative Roles." Educational Record, 59:332-44, Fall, 1978.
The authors are more concerned with the nuances of the political and cultural responses of institutions in dealing with collective bargaining than with making broad generalizations about the effect of bargaining on governance.

Rutherford, M. "Secondary Schools and Shoestrings: Successful Management Approach." Thrust, 8:16-17, November, 1978.
The writer presents solutions to the problem of managing a comprehensive high school with fewer administrators and department heads.

Schiff, M. "The Principal as a Personnel Leader." Educational Horizons, 56:121-25, Spring, 1978.
A facilitative leadership style is suggested for principals who want to have their teachers reach optimal levels of efficiency.

Sexton, M. J., and K. D. Bowerman. "Conflict-Handling for Secondary School Principals." NASSP Bulletin, 63:1-10, April, 1978.
The authors offer recommendations for successful conflict-handling through the use of appropriate styles and interventions at suitable times.

Sheffield, W. R. "In Defense of Principals." NASSP Bulletin, 62:16-19, November, 1978.
Due to decreasing revenues and increased staff cutbacks, the responsibilities and pressures of the principalship continue to increase. And because the secondary school principalship seems to be an almost impossible job, most principals need all of the help they can get.

Small, A. D. "A New Principal Grapples with Murphy's Law." Early Years, 9:54-55, March, 1979.
The writer presents his experiences as a first-year principal in a small country school.

Smith, J. A. "Encouraging Women to Enter Administration." NASSP Bulletin, 62:114-19, May, 1978.
After briefly outlining the history of the role of women in American education, the author describes her study of women principals and assistant principals in Pennsylvania. The study points out that women do function well as building administrators.

Stone, R. F. "Principal as Chief Negotiator: Some Concerns for the Supervision of Teachers." Educational Leadership, 35:577-78, April, 1978.
The writer offers recommendations to reverse the negative effects caused when the principal is cast in the role of contract administrator, so that the processes of sound human relations and supportive leadership might emerge.

Suprina, R. N. "Supervision Do's and Don'ts." NASSP Bulletin, 62:51-54, December, 1978.
Guidelines for teacher observation and evaluation are presented by the author who believes that the building principal has an obligation to assure adequate supervision and guidance for his staff.

Swartz, G. A. "Determining Factors of Responsibility in Management Positions." Thrust,8:25-28, November, 1978.
The writer describes a proposal that attaches numerical values to factors of responsibility so that differences in management positions might be quantified.

Swick, K. J., and R. K. Driggers. "Curriculum Directors in Five States: A Profile in 1977." Contemporary Education, 49:220-22, Summer, 1978.
The authors define the profiles of curriculum directors in five states from responses received in a study of 191 curriculum directors and workers in curriculum.

Thomas, M. D. "The Principal as a Person." NASSP Bulletin, 62:1-6, November, 1978.
According to the author, the principal's job requires stamina, patience, wisdom, and an understanding of human behavior. Principals can be more effective if they first understand and satisfy their own needs.

Walden, E. L. "Positive Power in Negative Terms." NASSP Bulletin, 62:30-33, November, 1978.
The writer discusses the concept of power and the bases of power in administration. He suggests ways for principals to regain lost power through the use of alternative power options.

Welch, R. J. "The Principal - Last of the Sin-Eaters." NASSP Bulletin, 62:7-11, November, 1978.
The principal must use the wisdom of Solomon when he chooses between acts of compassion, humanity, and simple con games. He may not be able to avoid sin-eating, but he can exercise choice over the sins he has to commit.

Weldy, G. R. "It's a Bird! It's a Plane! It's Super-Principal!" Clearing House, 52:199-203, January, 1979.
The author places the almost impossible role expectations of today's principal within the powers and feats of Superman.

_____, "Principals Are Instructional Leaders; It's a Fact Not a Myth." NASSP Bulletin, 63:71-76, January, 1979.
A rebuttal is offered to Professor Fallon's position that principals are not instructional leaders.

Wellisch, J. B., and others. "School Management and Organization in Successful Schools: (ESAA) In-Depth Study Schools." Sociology of Education,51:211-26, July, 1978.
Three aspects of school management and organization that are related to school success are discussed: administrative leadership in instruction, coordination of instructional programs throughout the school, and policy regarding academic standards.

Wingo, W. D. "Principal Moves Toward Democratic Management." Thrust, 7:27-29, May, 1978.
The writer, a principal in a California school, outlines the route he followed and problems encountered in moving from a non-democratic role model to participatory management.

Zirkel, P. A. "School Principals: Lightning Rods for Irritation." Clearing House, 52:52, October, 1978.
Principals continue to labor long and hard to foster and facilitate high quality instruction in their schools. Writers should focus not only on important criticism, but also upon the critical importance of principals.

Articles Listed from July 1979 - June 1980

Alkire, G. F., and P. C. Dorin. "Elementary Principals: How Do We Compare with Middle Managers in Industry?" Education, 99:381-84, Summer, 1979.
No significant difference in the activities of elementary school principals and industrial managers was found when it came to planning, investigating, coordinating, and evaluating activities.

Berkowitz, E. N. "Role Theory, Attitudinal Constructs, and Actual Performance: A Measurement Issue." Journal of Applied Psychology, 65:240-45, April, 1980.
This study explicitly considered organizational level differences in the relationships between role variables and cognitive constructs. No significant relationships were observed between role constructs and actual performance.

Burch, B. G., and W. E. Danley. "Supervisory Role Proficiency: A Self Assessment." NASSP Bulletin, 64:91-97, February, 1980.
Ten essential supervisory roles are identified and incorporated into a supervisory self-assessment instrument.

Ford. P. "The Principal - Contract Administrator and Instructional Leader." NASSP Bulletin, 64:37-43, February, 1980.
The writer presents ways in which the principal can serve as both instructional leader and contract administrator.

Franklin, H., and others. "What Activities Keep Principals the Busiest?" NASSP Bulletin, 64:74-80, February, 1980.
The results of a Florida study in which the administrative tasks of 108 principals were rated according to the priority of importance.

Frasher, J. M., and R. S. Frasher. "Educational Administration: A Feminine Profession." Educational Administration Quarterly, 15:1-13, Spring, 1979.
The authors state that women who are aspiring administrators must discard those aspects of traditional femininity that have hampered progress, and they must not tolerate discriminatory attitudes and practices.

Gage, K. H. "Principal's Role in Implementing Mainstreaming." Educational Leadership, 36:575-77, May, 1979.
According to the author, school administrators already possess many of the skills needed to provide effective leadership in guiding mainstreaming efforts in their schools.

Hines, S. A., and D. R. Byrne. "Black Principals: NASSP Study Provides Meaningful Data." NASSP Bulletin, 64:67-73, February, 1980.
The most striking finding in this study was the degree to which black and white principals differed in their perceptions and beliefs about educational issues and their implications for the future.

_____, and L. E. McCleary. "The Role of the Principal in Community Involvement." NASSP Bulletin, 64:67-75, January, 1980.
The role of the principal is emphasized in this article which discusses issues, problems and strategies used by principals considered to be effective in working with community groups.

Ingram, R. L. "How To Be Your School's Chief Executive." Principal, 59:21-22, March, 1980.
Three areas of change - attitudes, skills and functions are proposed for principals who wish to assume executive authority and exert strong leadership.

Johnson, G. S., and others. "An Analysis of the External Variables Affecting the Role of the Black School Superintendent." Educational Research Quarterly,4:13-24, Spring, 1979.
Years in position and school district size were the strongest predictors identified in this study conducted to determine the relationship between roles and role expectations of Black school superintendents and the importance of school related problems.

Kellams, D. "The Role of Principals Today: Tracing It's Development." NASSP Bulletin, 63:88-96, September, 1979.
The author reviews articles that have appeared in the Bulletin in the past 30 years tracing the principal's emerging role.

Krajewski, R. J. "Role Effectiveness: Theory into Practice." Theory into Practice, 18:53-58, February, 1979.
According to the author, the primary determinant of the overall success of the school is related to how the principal works with people on a daily basis.

Laffey, J. F. "The Role of the Elementary Principal in the School Reading Program: Research and Practice." The Reading Teacher, 33:632-36, February, 1980.
Several practices are suggested to help principals become successful in meeting roles expected in today's reading programs.

Lamb, J., and L. C. Burrello. "The Role of Council of Administrators of Special Education." Exceptional Children,
This article describes the role of the Council of Administrators of Special Education (CASE) in their support of special education administrators in the context of the aftermath of PL 94-142.

Leitz, J., and J. S. Kaiser. "The Principal's Role in Administering Programs for Exceptional Children." Education, 100:31-40, Fall, 1979.
This study is an initial attempt to investigate the ideal and real influence of building principals in twenty-seven key operational decision-making tasks identified by the Council for Exceptional Children.

_____, and M. Towle. "The Principal's Role in Special Education Services." Educational Research Quarterly, 4:12-20, Fall, 1979.
This study investigated the actual and ideal Educationally Handicapped Children (EHC) responsibility levels of large-city building principals with regard to services for handicapped children. Respondents indicated they wanted more responsibility than they currently have for planning, coordinating and evaluating EHC services and programs.

McCleary, L. E. "Evaluation of Principals." Theory into Practice, 18:45-49, February, 1979.
The author presents his thoughts and approaches that can be used in evaluating the performance of principals.

McIntyre, K. E. "Training Programs for Principals." Theory into Practice, 18:28-32, February, 1979.
The author proposes that much-needed improvement in the quality of school principals could be brought about through changes in trainee selection, administrator education program structure and the full usage of in-service school personnel and professorial staff.

_____, and E. A. Grant. "How Principals, Teachers, and Superintendents View the Principalship." NASSP Bulletin, 64:44-49, February, 1980.
The authors describe a procedure used by 18 senior high school principals in evaluating their own performances. Superintendents and teachers in the respective schools also assisted in the study. Discrepancies are noted in the responses.

Mills, T. "The Principal as Catalyst." Theory into Practice, 18:21-27, February, 1979.
A dialogue is presented in this article between Robert J. Krajewski and Troy Mills; one a well-known professor of educational administration, the other a seasoned principal well-known for his innovations.

Moffett, C. "Elementary Principal: A First Year Perspective." Theory into Practice, 18:8-11, February, 1979.
The writer speaks of the value and use of a theoretical brief to an administrator, with the reminder that practical application is best served through theory.

Newton, R. R. "Educational Theories and Administrative Styles." NASSP Bulletin, 64:76-86, March, 1980.
The author presents an assumption that principals are leaders of school environments and that the educational theories to which they commit themselves have substantial implications for the atmosphere and operation of the schools they administer.

Nickerson, N. C. "Principalship Revisited ... Again." NASSP Bulletin, 64:44-50, May, 1980.
The author, a professor, has taken positions as an on-line principal on two occasions. In this article, he compares the two experiences.

Peterson, K. D. "The Principal's Tasks." Administrator's Notebook, 26:1-4, 1977-1978.
The tasks and functions of the principal are defined, described, and examined within the context of the school's operations.

Phillips, G., and J. McElhinney. "Life-Role Competencies: A Way of Proceeding." NASSP Bulletin,63:26-33, October, 1979.
The authors set forth a set of procedures that can be used by principals at all levels to begin competency-based instruction focused on life-role competencies.

Raske, D. E. "The Role of General School Administrators Responsible for Special Education Programs." Exceptional Children, 45:645-46, May, 1979.
The special education administrative functions that are performed by general administrators are identified in this survey of 31 school districts in Michigan.

Relic, P. D., and P. J. Griffin. "Clearing the Air on School Administrator Training." American Education, 15:6-10, May, 1979.
The authors point out that, because of the public clamor over pressing needs, new directions are required in the training of school administrators.

Rogus, J. F., and others. "As Secondary Principals View Themselves: Implications for Principal Preparation." High School Journal, 63:167-72, January, 1980.
Few differences are found between senior and junior high school principals in a survey of 200 administrators in regard to work week, task competencies, school autonomy and job satisfaction.

Ryder, S. "Educational Administrator as the Prince." Education, 99:423-27, Summer, 1979.
Using Machiavellian quotations, the author demonstrates by explication and example that what was true centuries ago is true today.

Salley, C. "Superintendent's Job Priorities." Administrator's Notebook, 28:1-4, 1979-1980.
Superintendents assign different priorities to tasks and responsibilities because of the different circumstances and conditions under which they function.

Sergiovanni, T. J. "Rational, Bureaucratic, Collegial, and Political Views of the Principal's Role." Theory into Practice, 18:12-20, February, 1979.
The author compares models of educational administration so that the reader might evaluate concepts and prescriptions offered for improvement to the profession.

Smyth, W. J. "Teacher Evaluation: Rationales and Procedures." NASSP Bulletin, 64:51-55, March, 1980.
The writer believes an increased awareness by principals of the importance of their evaluative role within the school will lead them away from their current preoccupation with business management matters toward that of exemplary educationists within their institutions.

Speiser, L. B. "Captain Kirk, His Leadership Style as a Model for Principals." NASSP Bulletin, 64:105-09, March, 1980.
The author's purpose is to attempt to create an ideal administrative image as a goal for which to strive. The magic will occur, he feels, when we attempt to reach for goals which seem to be beyond our grasp.

Stile, S. W., and T. J. Pettibone. "Training and Certification of Administrators in Special Education." Exceptional Children, 46:530-33, April, 1980.
The findings of this survey indicate that over one-half of the states offer separate special education administrator certification and over one-half have at least one training program available.

Swedmark, D. C. "Competencies and Skills for an Effective Public Relations Program." NASSP Bulletin, 63:61-62, December, 1979.
The writer outlines competencies needed to implement an effective public relations program which he warns is necessary in combating the criticism directed against the public schools.

Tesolowski, D. G., and T. E. Morgan. "Selecting Educational Administrators: The Assessment Center Technique." NASSP Bulletin, 64:107-15, February, 1980.
The authors recommend that an educational assessment center based upon the NASSP model be formed to offer services to educational personnel in search of professional advancement.

Thomas, M. D. "Performance Evaluation: Basis for Job Motivation." NASSP Bulletin, 64:8-11, March, 1980.
Performance evaluation is one way of making it possible for employees to know that they are achieving and that results are being attained.

Valentine, J. "Preparing Your Assistant for the Principalship." NASSP Bulletin, 64:40-43, May, 1980.
A clue to the definition of a successful administrator is offered by the author, "Your measure of success will be those persons whom you have employed and helped to develop into outstanding administrators."

Vyskocil, J. R., and G. A. Goens. "Collective Bargaining and Supervision: A Matter of Climate." Educational Leadership, 37:175-77, November, 1979.
The authors propose that adversarial positions fostered by the "win-lose" atmosphere of negotiations can carry into other areas of the work environment and hamper the problem solving that teachers and supervisors must do together.

Walters, D. L. "The Measurement of Administrative Competencies." Phi Delta Kappan, 61:423-25, February, 1980.
The four competency-based systems analyzed emphasize self-appraisal or self-assessment of competence. They provide a rich resource from which to develop new systems.

Washington, K. R. "Urban Principals and Job Stress." Phi Delta Kappan, 61:646, May, 1980.
Seventy-four percent of urban school principals surveyed in this study believe their graduate training did a poor job of preparing them to deal with stress. More research is needed in stress management since not all principals seem to react to stress in the same manner.

Weingast, D. "Shared Leadership - The Damn Thing Works." Educational Leadership, 37:502-04, March, 1980.
The writer describes shared leadership and its effects. Some staff members feel it is an administrative contrivance by which principals shift their burdens to them, while others refer proudly to their newly acquired ownership in the schools' programs.

Zakariya, S. B. "Principals and Their Jobs: Candid Comments from Our Readers." Principal, 58:57-58, June, 1979.
In a tabulation of poll results, principals comment not only on the loss of power in their positions, but also on administrative burnout.

Articles Listed from September 1980 - June 1981

Abney, E. E. "Comparison of the Status of Florida's Black Public School Principals, 1964-65/1975-76." Journal of Negro Education, 49:398-406, Fall, 1980.
This article presents a picture of the changes that have occurred in the number of Florida's black school principals between the passage of the Civil Rights Act of 1964 and the 1975-76 school year.

Adkison, J. A., and J. D. Bailey. "Increasing Women's Participation in Educational Administration." Education Digest, 46:10-13, February, 1981.
The authors present a model, which consists of an internship, certification, equity leadership and support, being used to bring women into administrative positions.

Barth, R. S. "Reflections on the Principalship." Thrust, 9:4-7, May, 1980.
In this article, the author reviews a study of what activities actually engage a principal during the day, and what others expect the principal to do. All in all, according to the author, few principals are able to shape the job as much as the job shapes them.

Bates, R. J. "Educational Administration, the Sociology of Science, and the Management of Knowledge." Educational Administration Quarterly, 16:1-20, Spring, 1980.
This writing deals with a number of the issues raised in the current debate over the status and nature of theory and research in educational administration which as a field has never held a particularly high status in the academic community.

Beck, W. W., and others. "Identifying School Desegregation Leadership Styles." Journal of Negro Education, 49:115-33, Spring, 1980.
Two of the cities most prominently mentioned in school desegregation in recent years have been Boston and Dallas. Both cities have made progress, but each has traveled a separate route. This articles examines not only the differences in leadership styles, but also the social dynamics of both situations.

Beckner, W., and J. Foster. "Inservice Education for Principals of Small Schools." NASSP Bulletin, 64:40-42, October, 1980.
Approximately 300 principals in small Texas schools were asked to indicate preferences for the type of in-service training needed in their professional development programs.

Burch, B. G., and W. E. Danley. "Instructional Leadership - Role of Central Office Supervisors." Educational Leadership, 37:636-37, May, 1980.
The writers find that supervisors who want to spend more time on instructional improvement don't always do so. They feel it should be made clear to supervisors that instructional improvement is their primary function.

Caputo, E. M. "Freedom, Order, and School Based Management: One Principal's Story." Principal, 60:25-27, November, 1980.
The author speaks of fostering responsibility, commitment, and positive relationships with staff while operating between the extremes of freedom and constraint.

Cone, W. H., and J. A. Hyatt. "Principal: Key Manager in Mainstreaming." Compact, 14:13-15, Summer, 1980.
Along with the countless number of responsibilities that principals have, they are now being charged to "bite the bullet" and get on with the business of mainstreaming the handicapped student.

Corr, C. "Just Who and What Are Elementary School Principals?" Thrust, 9:17-20, May, 1980.
The writer's personal comments and observations are interlaced with excerpts chosen from the 1978 national study on the status of the elementary school principal.

Cross, R. "What Makes an Effective Principal?" Principal, 60:19-22, March, 1981.
A principal's cookbook of do's and don'ts based upon valid research does not exist. In its stead, principals are advised to have their own ideas about measures of effectiveness, while not ignoring the expectations of those with whom they work and the community which they represent.

Culbertson, J. A. "Antecedents of the Theory Movement." Educational Administration Quarterly, 17:25-47, Winter, 1981.
This article traces the conceptual roots of the theory movement in educational administration. Positivism as a force is presented as are the core concepts which helped to shape the theory movement in the field of educational administration. Finally, implications for the future study of educational administration are set forth.

Davis, W. E. "Principal's Attitudes Toward Placement of Mildly and Moderately Handicapped Pupils." Journal for Special Educators, 17:265-69, Spring, 1981.
In this article, comparisons are drawn between elementary and secondary principals' perceptions regarding the most effective placement for handicapped pupils within their schools.

_____, "An Analysis of Principal's Formal Training in Special Education." Education, 101:89-94, Fall, 1980.
The findings of a survey indicate that principals have received little or no professional training in managing special education programs. However, due to recent legislation, they have a strong need for it.

Erlandson, D. A., and M. C. Pastor. "Teacher Motivation, Job Satisfaction, and Alternatives - Directions for Principals." NASSP Bulletin, 65:5-9, February, 1981.
The authors describe a study which purports to help principals retain and develop their potentially most productive teachers.

Fisher, S. B., and others. "Starting a New Job." Educational Leadership, 37:632-35, May, 1980.
The writers find that setting priorities and sticking to them can help a newly appointed leader avoid some common pitfalls.

Foster, W. P. "The Changing Administrator: Developing Managerial Praxis." Educational Theory, 30:11-23, Winter, 1980.
To help guide actions, administrators are advised to develop value systems based upon one's understanding of cultural and social conditions and forces.

Frost, A. M. "The Challenge of the Elementary Principalship." Delta Kappa Gamma Bulletin, 47:58-60, Winter, 1981.
The principalship is presented as a challenge with many dimensions, some frustrations, and many satisfactions.

Gallant, T. F. "Vice Principalship: An Important Step on the Administrative Career Ladder." NASSP Bulletin, 64:28-32, December, 1980.
The author observes that the assistant principalship is often the initial administrative appointment on the career ladder of school administration and may well serve women who care to move into other administrative roles at some future date.

Graham, E. "Educational Leaders Need the Humanities." Educational Leadership, 38:235, December, 1980.
The author urges educational leaders to experience the humanities as human beings studying human behavior, and not from the point of view of the art critic.

Granito, D., and J. Granito. "Flexibility Needed for School Leadership." Delta Kappa Gamma Bulletin, 47:52-57, Winter 1981.
The writers examine concepts proposed by McGregor, Maslow, Tannenbaum and Schmidt in developing their views as to what leadership ought to be.

Griffin, R. A. "Power and Persuasion: The Superintendent's Role in Designing Therapeutic Education for L/LD Children." Journal of Learning Disabilities, 14:150-51, March, 1981.

The writer stresses the superintendent's role in determining the quality and character of instructional programs provided for atypical learners.

Guditus, C. W., and P. A. Zirkel. "Bases of Supervisory Power Among Public School Principals." Administrator's Notebook, 28:1-4, 1979-1980.

The authors compare the power bases of principals and supervisors which are found to be about the same. As far as teacher preferences are concerned, principals should exercise their legitimate and expert powers.

Hay, G. C. "How Has the Principal's Role Changed? - Four Areas in Which the Past Twenty Years Have Made Major Alterations." Education Canada, 20:26-29, Winter, 1980.

The author discusses the changes in the principal's role since the '60's; chief among these are the need for increased competencies, teachers' organizations, public attention, and the demands of management.

Herman, B. E. "Principal's Burden: How Heavy Is Too Heavy?" Instructor, 90:30, March, 1981.

Responsibilities are listed which one by one are not back breaking, but taken collectively present an enormous burden to principals.

Hersey, P. W., and others. "NASSP's Assessment Center: Practitioners Speak Out." NASSP Bulletin, 64:87-106, October, 1980.

The article includes several reactions from practitioners regarding NASSP's assessment center which offers services to persons who seek professional advancement.

Hill, F. W. "Evaluating the Superintendent." American School and University, 53:23, February, 1981.

The author comments on a new AASA publication prepared for school board members who desire to evaluate the performance of their superintendent.

Holland, L. J. "Kaleidoscope: The Nature of Educational Administration." Delta Kappa Gamma Bulletin, 47:29-35, Winter, 1981.

The writer presents a view of the leadership and management process applied against the kaleidoscope of roles and responsibilities which are ever-changing and cyclical in nature.

Howell, B. "Profile of the Principalship." Educational Leadership, 38:333-36, January, 1981.
The results of a national survey which lend further evidence to the fact that principals spend most of their time responding to correspondence and in other forms of paper work.

Hubbard, L. "Sound Principles for a New Principal." Thrust, 10:8-9, January/February, 1981.
Suggestions are offered to new principals that might prove helpful if adapted to each person's own leadership style and personality.

Johnson, A. B., and V. Gold. "The Principal's Role in Implementing Public Law 94-142." Clearing House, 54:32-35, September, 1980.
The role of the principal in implementing PL 94-142 and in coordinating efforts to mainstream students in regular classrooms is discussed by the writer.

Johnson, M. C. "Principal in the 1980's: Instructional Leader, Manager." NASSP Bulletin, 65:88-90, January, 1981.
The problem of exerting leadership within the context of increased pressures to manage things and people is presented.

Krajewski, R. J., and others. "Tips for the Elementary Principal: Combining Leadership and Management." Education Canada, 20:38-43, Fall, 1980.
The authors suggest that if principals are to exert effective leadership they must work with and meet the needs of teachers within the framework of organizational goals.

Landess, R., and K. Young. "A Tale of Two Principals: Which One Are You?" Thrust, 9:7-9, May, 1980.
The writers report on the observations made of two principals assigned to schools of similar size and socio-economic make up; one seems to produce results while the other is managing barely to survive. The differences found in the styles of the 2 principals is commented on by the observers.

Ledford, B. "Teach Yourself To Become a Leader." Instructional Innovator, 25:10-11, October, 1980.
Many aspects of good leadership can be learned. Here are ten strategies that principals can use to increase their effectiveness.

Licata, J. W., and W. G. Hack. "School Administrator Grapevine Structure." Educational Administration Quarterly, 16:82-99, Fall, 1980.

This study describes the informal network or "grapevine" among principals in their school district subculture. It also deals with the apparent need of principals to interact with others outside the subculture to satisfy the need for "blowing off steam."

Lovelady-Dawson, F. "Women and Minorities in the Principalship: Career Opportunities and Problems." NASSP Bulletin, 64:18-28, December, 1980.

The article draws on a review of data and research on women and minorities in the principalship being done under the sponsorship of the NIE.

Maas, L. A. "The Ten Commandments for School Principals." Thrust, 9:10-12, May, 1980.

The author presents his scripture for principals which, if followed, would seem to help not only in establishing a sense of direction, but also a source of improved administrative practice.

Marsh, L. "Nobody Knows the Principals I've Seen." Educational Leadership, 38:542-43, April, 1981.

The writer recounts his experiences as an assistant principal with the hope that principals who read the article will view their assistants in a new light.

Martin, W. J., and D. J. Willower. "Managerial Behavior of High School Principals." Educational Administration Quarterly, 17:69-90, Winter, 1981.

A reasonably detailed picture of the role performance of school principals in quantitative terms is presented. Some vitally important tasks that do not lend themselves to quantitative analysis are not dealt with in this appraisal.

Onks, L. C. "Internships: Getting a Foot into the Door." Delta Kappa Gamma Bulletin, 47:39-43, Winter, 1981.

Of the several avenues open to women who wish to join the ranks of secondary school administrators, the internship program seems to offer great advantages.

Paddock, S. C. "The Principal and the Community: Competencies to Meet the Challenge." NASSP Bulletin, 65:63-67, February, 1981.

Principals list skills needed in public relations programs, the most important of which, in their opinion, should be learned on the job.

Pallo, G. S. "The Principal - On the Razor's Edge." NASSP Bulletin, 64:44-45, October, 1980.
The author contends that principals must help build a bridge that spans the chasm between the student's world and the adult's world.

Parter, P. D. "We Should Be Teaching Leadership Skills and Competencies." NASSP Bulletin, 65:76-80, April, 1981.
There is strong evidence that leadership skills can enhance one's chances for success in all areas of life. The author argues that curricular offerings should be provided to meet this need.

Pellicer, L. O. "Effective Staff Development Programs for Administrators." Clearing House, 54:304-07, March, 1981.
The writer discusses conditions necessary for the development of an effective program of administrative staff inservice training, along with a description of the critical features of such a program.

_____, and G. Nemeth. "Tired of Carrying the World on Your Shoulders? Try Team Management." NASSP Bulletin, 64:97-102, November, 1980.
The benefits of team management are outlined as an effective approach in achieving more efficient and effective operations of the school and its programs.

Permuth, S. "Minimal Competencies and the Principalship." NASSP Bulletin, 64:60-63, December, 1980.
Suggestions are offered to help the building principal organize and direct minimum competency programs.

Peters, J. "The Quest of the New Woman in Public School Education: 1980." NASSP Bulletin, 64:14-17, December, 1980.
In time, more and more of the 2 million females in American public school classrooms will come to view themselves as new women in education.

Piatt, J. G. "Stress and the School Administrator." Thrust, 10:13-15, January/February, 1981.
While there may be as many reasons for stress as there are people, some elements of stress appear to have an effect on many in the field of public school management. The author lists what he believes to be the common stress elements.

Picker, A. M. "Female Educational Administrators: Coping in a Basically Male Environment." Educational Horizons, 58:145-49, Spring, 1980.
This study indicates that a trend is developing whereby younger women who enter administration are not waiting as long for their administrative appointments as did their older female counterparts.

Pinkney, H. B. "School Principal: Manager or Figurehead." Educational Technology, 20:51-52, October, 1980.
The article points out that where principals fail to exercise and assume instructional leadership, the program retrogresses and fails to develop the full potential of its clientele.

Pisapia, J. "The Legal Basis of Administrative Bargaining." NOLPE School Law Journal, 9:61-84, 1980.
The author provides answers to questions formed from the 31 collective bargaining statutes governing educational labor relations as well as public employee relations board rulings. To illustrate that administrative bargaining is no longer subject to debate, the writer points out that currently 1,838 administrative bargaining units are in operation.

Salmon, D. A. "Paranoia: Perceptions of Public School Principals." Clearing House, 54:149-54, December, 1980.
Contemporary forces and issues which tend to mitigate the principal's leadership role are examined.

Sappone, C. V. "An Appraisal and Evaluation System for Teachers and Administrators." Educational Technology, 20:44-49, May, 1980.
The writer presents an appraisal and evaluation model for use, modification and improvement by those who desire to better their evaluation systems.

Seifert, E. H., and J. J. Beck. "Elementary Principals: Instructional Leaders or School Managers?" Phi Delta Kappan, 62:528, March, 1981.
Survey of 82 elementary school administrators in Texas finds administrators viewing themselves as instructional leaders while teachers in their schools see them more as managers than leaders in instructional concerns.

Silvernail, D. L. "Survey Results: How Do Administrators, Teachers Rank Educational Goals?" NASSP Bulletin, 64:101-08, December, 1980.
Among other findings, this 1978 Maine survey indicates that teachers and administrators want to achieve similar goals.

Sommerville, J. C. "Leadership for Successful School Desegregation." Educational Leadership, 37:622-26, May, 1980.
Key findings of a survey from 32 states indicate that superintendents who successfully meet the challenge of school desegregation assess the situation of each school, provide for communication, focus on potential student benefits, and demonstrate their personal commitment to others.

Sweeney, J. "Training Educational Leaders as Change Agents: The Effect of the Internship." Educational Technology, According to the author's study, internships seem more likely to produce administrators who feel capable of producing change, and it follows that those who feel capable may ultimately be more successful.

Thomas, M. D. "Administrative Leadership in School Closures." NASSP Bulletin, 64:21-26, November, 1980.
The writer, the superintendent of a large city school system, defines the qualities of leadership needed by administrators who must face school closures.

Tibbetts, S. L. "The Woman Principal: Superior to the Male?" Journal National Association for Women Deans, Administrators, and Counselors, 43: 15-18, Summer, 1980.
According to the findings of research, women seem to be better school principals than men. This is primarily due to the greater length of teaching experience and higher qualifications that women bring to administrative posts at the time of their appointments.

Tung, R. L. "Comparative Analysis of the Occupational Stress Profiles of Male Versus Female Administrators." Journal of Vocational Behavior, 17:344-45, December, 1980.
The results of this study seem to show that female administrators experience substantially lower levels of self-perceived occupational stress than do their male counterparts.

Vanderpol, M. "School Administrators Under Stress." Principal, 60:39-41, March, 1981.
The writer, an M.D., believes that principals as a rule have particularly stressful jobs. In order not to compound common stress elements, principals should develop strategies for dealing with pressure, as well as mechanisms within their jobs for working out problems so that pressures don't multiply or increase.

Walter, J. E., and others. "Evidence for the Validity of Situational Leadership Theory." Educational Leadership, 37:618-21, May, 1980.
The author's findings provide support for situational leadership theory. Moreover, they believe that it is beneficial for both organizational productivity and personal satisfaction.

Wareling, C. "Good, Better, Basic: Determining Priorities Among Competencies." Clearing House, 53:410-12, May, 1980.
The results of a pilot study of educational objectives organized into cognitive, affective, psychomotor and social dimensions is presented by the author. The respondents include principals and curriculum workers.

Washington, K. R. "Urban Principal as a Positive Pygmalion: The Key to Enhancing Teacher Effectiveness." Urban Education, 15:183-88, July, 1980.
If urban principals are to foster growth and productivity among their teachers, they must develop positive human relations skills and facilitative behavior.

Weber, M. B., and others. "Why Women are Under-represented in Educational Administration." Educational Leadership, 38:320-22, January, 1981.
According to the authors, to reverse the decline in the number of female administrators, women must obtain the credentials, apply for the positions, and encourage others to do the same.

Weischadle, D. E. "School-Based Management and the Principal." Clearing House, 54:53-55, October, 1980.
Recent trends are discussed which seem to return local autonomy to the building principal in the areas of staff, programs, development, budget and student matters.

West, P. T., and J. Armstrong. "Charisma - Studying Its Elusive Nature." NASSP Bulletin, 64:70-77, October, 1980.
Borrowing from illustrations in the world of literature, the authors propose that the greater the belief in self and purpose, the greater the possibility of fulfilling both.

White, P. C. "Administrative Internships - Head Start for Survival." Thrust, 9:12-13, May, 1980.
The opportunity to "practice" in a controlled, structured program with an experienced practitioner available for guidance and counseling is recommended by the writer as a dramatic means for improving the survival rates of beginning school administrators.

Whitfield, E., and B. M. Simmons. "Helping Young Women Develop Leadership Qualities." Delta Kappa Gamma Bulletin, 46:35-39, Summer, 1980.
The article deals with female stereotypes, women as achievers, creating models for young people and teachers as role models. The authors believe that enhancing leadership qualities in women at an early age sets the stage for future development and attainment of higher career goals.

Willower, D. J. "Contemporary Issues in Theory in Educational Administration." Educational Administration Quarterly, 16:1-25, Fall, 1980.
The article deals with philosophical issues in the development of a theory of educational administration. The three general areas considered are epistemology, abstraction, and values.

_____, and H. W. Fraser. "School Superintendents on Their Work." Administrator's Notebook, 28:1-4, 1979-1980.
Pride in accomplishments and achievements would induce most of the 50 superintendents interviewed in the study to do it all over again, despite pressures, frustrations, and problems of the job.

Wilson, R. E. "The Anatomy of Success in the Superintendency." Phi Delta Kappan, 62:20-21, September, 1980.
A composite profile, of 16 Ohio superintendents identified as the most effective administrators in the state, is presented.

Winborne, C. R. "Evaluation Dilemma: Special Education and the Principal." NASSP Bulletin, 65:22-24, February, 1981.
The writer provides an evaluation form to help guide principals in observing teachers in special education classrooms.

Zerkowski, M. A., and R. E. Palaferro. "Two Views of Internships." Delta Kappa Gamma Bulletin, 47:36-38, Winter, 1981.
The authors speak of "learning through interning" and encourage other administrators to open their offices to young people aspiring to leadership positions.